

EDL 7099: Professional Seminar
Spring 2016
Syllabus
Spring, 2016

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Meeting Times: Feb 8, 22, March 14, April 4, 18
5:30 - 7:45; 7:00 - 9:15 pm

Course Description:

The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to maintain the portfolio throughout their course work. Graded on an S/U basis. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

Course Objectives:

At the conclusion of this course, you will be able to:

1. Develop and refine your own research agenda.
2. Select an initial dissertation topic.
3. Locate and review dissertations related to your own topic.
4. Develop skills needed for research dissemination through presentations and published papers.
5. Identify knowledge, skills and dispositions necessary for the successful completion of the doctoral milestones, including QE, the dissertation proposal, and the dissertation.

Course Requirements: Attendance, Short assignments, portfolio (optional), readings

• **Recommended Texts:**

Joyner, R. L., Rouse, W. A., & A. A. Glatthorn (2013). *Writing the winning thesis or dissertation*. Corwin Press.

Wolcott, H. (2008). *Writing up qualitative research*. Thousand Oaks, CA: Sage

Rocco, T. S., & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass.

- **Article on Autobiography:**

Wright, R. R. (2008). Research as quest: An autoethnographic exploration of embodied class, intellectual obsession, and the academy. *Journal of Curriculum & Pedagogy*, , 5 (2), 69 - 94.

- **Article on Lit Reviews:**

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15.

- **Published Literature Reviews:**

Sandlin, J., O'Malley, M., & Burdick, J. (2011). Mapping the complexity of public pedagogy scholarship, 1894-2010. *Review of Educational Research*, 81(3), 338-75.

Weaver-Hightower, M. (2003). The “boy turn” in research on gender and education. *Review of Educational Research*, 73(4), 471-498.

Wright, R. R., & Sandlin, J. (2009). Cult TV, Hip Hop, shape shifters and vampire slayers: A review of the literature at the intersection of adult education and popular culture. *Adult Education Quarterly*, 59(2), 118-141.

- The App State EdD Student Handbook

ASULearn: All of our course materials will be housed on ASULearn. Use of the ASULearn site is required both for access to materials and for assignment submission.

Attendance: As doctoral students, I expect you to be present and prepared for each class session. If for some reason you're unable to attend, please inform the doctoral office well in advance and we'll do our best to skype you in. If there are weather issues, class will be cancelled. If you are unable to attend this seminar, you'll need to propose an alternate plan of study that includes a portfolio.

What to Expect:

I've designed this class based on my own experience working with doctoral students throughout my career in the academy. Success in this course will be marked by your willingness to explore the doctoral experience with an open mind and to engender a strong commitment to your own success.

Each week we meet, you'll have the opportunity to listen to a 20-30 minute presentation of research by one or more faculty in the RCOE. You'll be able to ask questions in response to their presentation.

Class Policies:

1. **Turning in Assignments:** There will be short exercises for in-class review. Please come to class prepared to discuss and/or hand these into me as directed.
2. **Assignment Formatting:** Any assignments must be proofread, and prepared in proper form and style. If a template is provided it is to be used. The APA 6th Edition Style Guide is required for all of your assignments. You should be using APA without thinking. .
3. **Email Communication:** Please use your Appalachian State email address, as this is the address on file for receiving course information. Feel free to email me at any time. I'm also available for f2f appointments when necessary.

Assessment and Evaluation:

I anticipate that everyone will do her/his best work—in reading carefully, in writing thoughtfully, and in participating actively in class discussions. There will be some short assignments over the course of the semester. These will be reviewed during class time. Students are encouraged to keep a journal or create a portfolio of their own research trajectory. None of these assignments will be graded. Assessment will be determined by my observation of your engagement during class, the completion of short assignments, and attendance.

Course Schedule *

Feb 8	Class Topic: Milestones in the doctoral program Speakers: Diana Moss, Elizabeth Graves, Chris Cook “The Dissertation Experience” Assignment: Review the Handbook and Web Page. Read the Auto-ethnography article by R. R. Wright listed above.
Feb 22	Class Topic: Finding a Research Topic Speakers: Brandy Bryson, Chris Osmond & Lisa Poling Assignment: Draft a Research Problem Statement; Find a current dissertation on your topic; Find a faculty with similar interests to your own (if applicable) and review one of their publications.
March 14	Class Topic: Conferences, Publishing and Academic Associations Speakers: Dami Gibbons Pyles, Melia Snyder Assignment: Identify an academic association in your field. Draft a conference proposal based on some recent work you've

	completed (course paper, etc.). Identify a scholarly journal in your field, find an article related to your topic, review the submission requirements.
April 4	<p>Class Topic: The Writing Process: Literature Reviews</p> <p>Speakers: Shanan Fitts, Greg McClure</p> <p>Assignment: Select one of the published literature review articles to read. Be prepared to discuss it. Draft outline of QE question #2 (Cohort 23)</p>
April 18	<p>Class Topic: The Writing Process: Writing Chapter One</p> <p>Speakers: TBA</p> <p>Assignment: Read Chapter One in at least two dissertations related to your topic. Write a response to your review of these chapters. Draft outline of QE Questions # 1 (Cohort 23)</p>

***Subject to change**

Appalachian State University Policies:

Academic integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Religious Observance

According to state law S.L. 2010-112, the university has adopted a student religious observance policy. Under this policy, students are allowed a minimum of two excused absences each academic year for religious observances required by the faith of a student, and students will have the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students may be required to provide written notice of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance.

Accommodations

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services

(828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.